



Accessibility Policy

Written by the Operations Manager, March 2017

Reviewed by the Proprietor, September 2018

Review Date, March 2020

Introduction

The purpose of this accessibility policy is to ensure that Le Hérisson and our curriculum are thoroughly inclusive and all members of the schools' communities can access facilities and wider provision. The Disability and Discrimination Act 1995 describes a disability as 'a physical or mental impairment which has a substantial and long term adverse effect upon their ability to carry out normal day-today activities'.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- Not to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

This policy sets out the proposals of the school to enable access to education for disabled pupils in the three areas required by the DDA:

- Where ever possible to remove obstacles to ensure as far as is reasonably possible disabled pupils can participate in the school curriculum;
- Improving the environment of the schools to ensure disabled pupils can take advantage of education and associated services;
- Were necessary ensuring by appropriate means the delivery of information to disabled pupils in a manner which enables them to follow the same curriculum path as non-disabled pupils.

Vision and Values

At Le Hérisson we:

- make all children feel welcome irrespective of race, colour, creed or impairment.
- have high ambitions for disabled pupils and expect them to participate and achieve in every aspect of school life.
- are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
- are committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- identify and remove barriers and respond to pupils' diverse needs so that disabled pupils can participate in every area of school life.

Definitions

The Disability and Discrimination Act 1995 describes a disability as 'a physical or mental impairment which has a substantial and long term adverse effect upon a person's ability to carry out normal day-to-day activities'.

Disability covers all people of all ages including those with heart disease, diabetes, severe disfigurement, depression, schizophrenia, dyslexia, epilepsy, Downs Syndrome and physical and sensory impairments. The definition can include hidden impairments such as dyslexia, autism, speech and language impairments and Attention Deficit Hyperactivity Disorder(ADHD). Impairment does not itself mean a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered.

The pupils at our schools are from a diverse range of cultural backgrounds. We aim to be able to cater to all pupils regardless of whether they have statements for special educational needs or identified disabilities which include specific learning difficulties, speech and language impairments, hearing and visual impairments, allergies, blood disorders, asthma, eczema or heart murmurs. Provision will be made for all children in the school who have identified disabilities to enable them to participate fully in school life.

Priorities

The five outcomes in 'Every Child Matters' underline Le Hérison's commitment to equal access and opportunities for all children. Effective target setting and thorough monitoring of progress is in place for all children and high expectations are maintained for all, regardless of attainment or ability.

We will ensure that all children with identified disabilities access the curriculum by providing special provision to remove any barriers to learning. Staff will be provided with any specialist training that is required. We will work in close consultation with outside agencies to ensure that the school provides the correct and appropriate provision for each pupil with a disability.

The Physical Environment of the School

Le Hérison is located in the basement of Rivercourt Methodist church. Access to the building is via a staircase located on the side entrance of the church. Situated on one floor, the building has one entrance and 3 fire exits. Those who require wheelchair and disabled access can take the service lift located inside the side entrance of the church down to Exit 3 and vice versa. Entrance via Exit 3 leads into the French Early Years classroom.

Any new building extension or alterations will always meet the necessary provision for disabled access.

Wheelchair uses

We aim to promote the safe use of wheelchairs by their users and those around them by promoting the awareness of wheelchair users and their needs to all school staff and pupils. They will all be encouraged to provide assistance when asked.

There are three main categories of wheelchair users:

- Pupils who are on roll at the school or staff employed by the school who are disabled and have regular access to a wheelchair
- Visiting pupils, students and adults who are disabled and have regular use of a wheelchair
- Pupils, students, staff or visitors who may have sustained an injury or have an illness requiring temporary use of a wheelchair

General Safety

- Teachers should use the full flexibility of movement time to ensure that disabled pupils are safe when moving between lessons
- Disabled pupils should not allow others to play with their chairs
- Disabled pupils in wheelchairs should be aware of others who may be in the vicinity when they are manoeuvring

Able-bodied staff and pupils in the school will be made aware of:

- All pupils in wheelchairs needing additional space to manoeuvre around the school
- Remaining vigilant when standing or sitting near those using wheelchairs
- The need to keep fire doors fitted with appliances to keep them open for wheelchair access open not shut

Liability

Parents will be made aware that the school insurance does not cover accidental damage or liability by wheelchair users. Parents of wheelchair users are required to take out additional insurance.

Management, coordination and implementation

Le Hérisson has set the following priorities for the management, coordination and implementation of the accessibility plan:

- To ensure that the Accessibility Action Policy is regularly reviewed and evaluated by Management and the Director
- Staff at the school will be made aware of the Accessibility policy and refer to it when the need for accessibility arises

Le Herisson School Accessibility Plan | 2017-2020

Tasks	Year	Timescale	Finance	Responsibility	Monitoring	Success Criteria
COMPLIANCE						
Compliance with the Equality Act 2010	Yr 1	April 2017		All staff	Proprietor Operations Manager	Ofsted material change report, internal evaluation & review and inspections confirm compliance. All stakeholders have equality of access and opportunity at Le Herisson School
ADMISSIONS TO THE SCHOOL						
Ensure the wording of all school documentation and policies continues to make provision for children with special educational needs and disabilities and is therefore not unintentionally discriminatory	Yr 1 and ongoing	April 2017 and annually when all documents are reviewed		Operations Manager	Proprietor Operations Manager	<p>Policy wording is not discriminatory</p> <p>Policy wording does not unintentionally cause offence</p> <p>Written policies are accessible to all (translations are available on request) as is reasonable on request.</p>
Consider the needs of the pupils prior to entry (linked to curriculum as well as access)	Yr 1 and ongoing	From April 2017 and for all new pupils		Operations Manager Deputy Manager All staff	Proprietor	<p>A term before entry all aspects of need resourced</p> <p>Plan of transition and entry into Le Herisson School</p>

Tasks	Year	Timescale	Finance	Responsibility	Monitoring	Success Criteria
Admissions data will provide the school with information regarding needs and disabilities	Yr 1 and ongoing	As required		All stakeholders	Proprietor Operations manager	<p>Previous school information has been considered, reviewed and investigated</p> <p>Appropriate plans for access to the building, learning and other available facilities have been completed prior to entry.</p>
ACCESSIBILITY TO BUILDINGS						
Given the constraints of the building and the location of the school (lower ground floor of a Methodist church) ensure access considerations can meet the needs of students, parents/carers and stakeholders.						
<p>Consider the fire evacuation procedures.</p> <p>Safety and Fire Hazard drills can cater for disabled need.</p> <p>Fire Marshals appointed and trained.</p>	Yr 1 and ongoing	April 2017 Reviewed as required	As required	Proprietor Operations manager Deputy manager Staff	Operations manager Fire marshal	<p>All pupils, visitors and staff will be aware of fire evacuation procedures</p> <p>All pupils and staff will have rehearsed and know fire evacuation procedures</p> <p>All pupils, visitors and staff will have appropriate support to ensure safe evacuation</p> <p>A Fire Marshal has been appointed and trained.</p>
Physical access issues: Visitors and pupils in wheelchairs or with physical disabilities will be directed in advance to use our alternative accessible routes (lift access is located in the French Early Classroom)	Yr 1 and	April 2017	As required	Operations manager Deputy manager	Operations manager Fire marshal	<p>Where possible all visitors, students and parents will be made aware of the access arrangements for those with physical disabilities.</p> <p>Access arrangements will be accessible in languages other than English and French, if required and known about in advance.</p>

<p>Door modifications will be made to support access for disabled toilet facilities for males and females, staff and pupils as required.</p> <p>Automatic open and release doors for wheelchair users and ramps/stairlifts will be installed if the need arises for regular access to those with a physical disability</p>	Years 1 - 3	And then as and when required	As required – budget to be made available	Lease Provider Proprietor Operations manager Staff	Proprietor Operations manager	<p>All staff will be aware of needs and ensure accessibility arrangements where reasonable are made and adhered to.</p> <p>All visitors, Staff, Parents and pupils have full access to the school, classrooms and toilets with reasonable adjustment made.</p>
<p>Ensure that where possible vehicles purchased for transport are fitted with wide doorways and railings.</p>	April 2017 and onwards	As and when required	As required	Proprietor Operations manager	Proprietor Operations manager	<p>Appropriate vehicle that all (where reasonably possible) can access for transporting staff and students to approved, accessible venues</p> <p>Specific vehicles where practical hired for use for transporting staff and pupils to approved venues provide access for all</p>
<p>Outside space (playground) to accommodate (as practical and reasonable) the needs of pupils. Play space, recreational facilities and trips to be planned for with 'access for all' as a priority when required.</p> <p>Plan for additional needs as required</p>	Year 1	April 2017	As required	Proprietor Operations manager	Proprietor Operations manager	<p>All pupils able to access play and recreational facilities and other areas for creative space.</p>

<p>CPD The school's professional learning and development strategy and associated training programme (whole-school and personalised) to be used effectively to develop staff skills and understanding of the students' needs and how to ensure real inclusion and facilitation of access for all.</p>	Yr 1 and ongoing	Sept 2014 +	As required	Directors and SLT	Directors and Exec Head	<p>Staff aware of the needs of all students and how to support access to classroom and curricular activities</p> <p>Performance management, appraisal, supervision and training enhance staff understanding of need and support accessibility to curriculum.</p>
<p>A balanced and relevant curriculum accessible to all students (as is reasonable and practical)</p>	Yr 1 and ongoing	Sept 2014 +	As required	SLT & All Staff	Directors and Exec Head	<p>Skills of staff are utilised to support access to a balanced and relevant curriculum</p> <p>Timetable is completed to provide appropriate time allocations for a balanced and relevant curriculum</p> <p>Curriculum takes into account where reasonable and practical the accessibility requirements and needs of students (location, skills of staff, needs of students)</p>
<p>Maintain a strong focus on the need to differentiate work for all students</p>	Yr 1 and ongoing	Sept 2014 +	As required	SLT, All Staff	Exec Head	<p>Lesson planning reflects and highlights individual needs</p> <p>Student Progress Plans support access to all lessons (as reasonably possible)</p> <p>All lessons personalised for individual needs (as reasonably possible)</p> <p>Appropriate resources are available to access the curriculum as reasonable and as required.</p>

<p>Provision of large computer monitors, interactive whiteboards, tablet technology and sound systems in classrooms to meet the learning needs of all students</p>	<p>Yr 1 and as required</p>	<p>Sept 2014 and as required over the plan</p>	<p>As required</p>	<p>Directors SLT</p>	<p>Directors Exec Head</p>	<p>All students and staff have access to supportive technologies in order to maximise their access and engagement with the full curriculum offer.</p> <p>Access to tablet technology and other innovations to further enhance access to curriculum for students</p> <p>Appropriate resources created by staff to enhance the learning experience and access Use of appropriate software and “App” technology to improve and provide access to the curriculum</p>
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<p>Implement effective, accessible Ipad assessment technology to enable all students and staff to understand each student's specific achievements and areas for development</p>	<p>Year 1 and ongoing</p>	<p>Sept 2014 +</p>	<p>As required</p>	<p>Directors SLT All Staff</p>	<p>Directors Exec Head</p>	<p>All students and staff have knowledge and access to prior and baseline assessment information to inform planning for meeting students' specific needs</p> <p>All students have ownership of their assessment journey and know their 'next steps' in order to make accelerated progress</p> <p>This assessments can be accessed by all students and are genuinely useful in supporting full access to the curriculum</p>
<p>Plan for an alternative sports programme so that all students have access to physical activity. Review access to physical education and games programmes to allow all students to participate, where possible, in sport</p>	<p>Yr 1 and ongoing</p>	<p>Sept 2014 +</p>	<p>As required</p>	<p>Directors SLT</p>	<p>Directors Exec Head</p>	<p>All students have access to activities that support health and wellbeing</p>
<p>Disability Awareness to reflect the needs of students in school</p>	<p>Yr 1 and ongoing</p>	<p>Sept 2014 +</p>	<p>As required</p>	<p>Directors SLT All Staff</p>	<p>Directors Exec Head</p>	<p>Students have full and appropriate access to all aspects of school life</p> <p>Students will be appreciative and sympathetic to the needs of each other</p> <p>Staff will be trained and knowledgeable re: disability and plan as part of whole-school PSHCE opportunities to teach students about DA</p>

Ensure the same high-quality, wide-ranging therapeutic offer is in place at the secondary school as the primary school in order to maximise impact on students' access, learning & progress	Yr 1 and ongoing	Sept 2014 +	As required	Directors SLT Staff	Directors Exec Head	Head of Therapy to oversee development of the same range of therapies at the secondary school as at the primary school Use of appropriate therapies to support learning and break down barriers to learning.
POLICIES, PROCEDURES, PRINCIPLES & WRITTEN STATEMENTS OF INTENT						
Disability Awareness to be reflected and considered when developing all school policies, procedures, principles and statements; taking into consideration the needs of all stakeholders	Year 1 +	As per policy review cycle	As required	All stakeholders	Directors Exec Head	School policies & procedures reflect the needs of all stakeholders, can be accessed by all and support the development of access for all (specific attention given to behaviour, anti-bullying and curriculum)
MEDICAL						
Assess students' health needs and identify resources required to meet those needs prior to school commencement	Yr 1 and	As necessary from Sept '14	As required	SLT Staff	Exec Head	Specialist equipment as is practical and reasonable in place 2 weeks before student's start date, plan of action and appropriate risk assessments and student progress plan in place and shared
Training for teachers on specific special needs and in first aid – eg. Staff INSET on hearing difficulties and speech development as necessary	Yrs 1-3 and ongoing	September 2014 +	As required	SLT Staff	Directors Headteacher	All teaching and support staff have first aid certification on a rolling basis – at least 2 new staff appointed at secondary site to have full, recent first aid certification All staff aware and trained in the relevant special and additional needs areas of our students (SEBD, ADHD, S&L, ASD etc) and in specific areas (eg. Hearing, Asperger's) if student referrals demonstrate these areas of special need/disability

RECREATIONAL ACTIVITIES INCLUDING TRIPS						
Ensure that trips out of school for students (such as for whole-school residential trips in November 2014 or regular excursions) are planned with the abilities of all students in mind to ensure inclusion as far as possible	Yr 1 ongoing	Sept 2014 onwards	As required	SLT Staff	Directors Exec Head	All students (as considered reasonable) able to attend. Alternative equivalent experiences in place for those who cannot complete the main event
ACCESS TO WRITTEN INFORMATION						
Provide larger print handouts to students where necessary including information and worksheets	Year 1 +	Sept 2014 +	As required	Directors Headteacher Staff	Directors Exec Head	All students have full access to everything written that other students have access to
Provide information to students in a format which meets their needs	Year 1 +	Sept 2014 +	As required	Directors Headteacher Staff	Directors Exec Head	All students have access to technology and other materials in accordance with EHC plans (Statements) and Student Progress Plans
Where required & requested, provide school newsletters, letters and other information made available for students, families and staff in an alternative form, eg audio	As required	As required	As required	Directors Headteacher Staff	Directors Exec Head	All stakeholders able to access newsletters, letters and any other information made available to stakeholders